

Comprehensive Literacy Plan Classroom Implementation Guide– Reading (PreK) – Classroom Environment

Purpose: High-performing districts and schools adopt high, common expectations for what children should know and be able to do, develop a shared vision of effective instruction, align resources (e.g., curriculum, assessments, professional development) and systems (e.g., support and accountability), and build professional learning communities (e.g., peer observations, coaching supports, student-focused conversations, feedback) around these. Consistent with this approach, the following “reminders” or “look-fors” are provided for classroom teachers, coaches, and school leaders to support implementation of the Comprehensive Literacy Plan (CLP) with fidelity and support continuous improvement in literacy teaching and learning for *all* students. Educators are encouraged to use this tool to guide informal observations and discussions of classroom implementation of the CLP and four domains of effective teaching—planning and preparation, classroom environment, instruction, and professional responsibilities.

The Classroom Implementation Guide is not meant to serve as an evaluation tool or a checklist. It recognizes that teaching is a complex task that requires teachers who are skilled at matching learning objectives, student learning needs, instructional/curricular resources and best practices to ensure that all children achieve to high standards. As such, the look of classrooms effectively implementing the CLP will be diverse. Likewise, the type and intensity of support teachers and school communities need will differ.

CLP Component	*Domain(s)	Implementation Practices: Classroom Environment
Classroom Environment <u>Purpose</u> To provide a print-rich environment that is age and grade appropriate and organized to support effective and efficient instruction as well as student independence.	Classroom Environment	Organization of Classroom <ul style="list-style-type: none"> Accommodates large and small group instruction Teacher materials are readily available and stored for easy access Student materials are readily available, easily accessible, and stored for independent selection Labeling is used to encourage students to return materials to their correct locations Room is neat, organized and allows students to function with independence and confidence Evidence of classroom routines Evidence of effective transitions Evidence of effective use of time
	Classroom Environment	Environmental Print <ul style="list-style-type: none"> Displayed at eye level and easily accessible to students (including students using wheelchairs or other adaptive equipment) Documents the current instructional emphases in the classroom and is used daily Adequate size to be seen across the classroom Culturally responsive Includes student-friendly lesson objective(s) with visuals for ELL support and rubrics with exemplars Student work is displayed with feedback and provides evidence of differentiation
	Planning and Preparation Classroom Environment Instruction	Picture Vocabulary <ul style="list-style-type: none"> Pictures/words are in full view of students (not covered or obstructed) Print and pictures are of adequate size to be seen across the room Changes as new words are introduced and clearly supports the core curriculum 3-5 vocabulary words are displayed with each picture 10-12 pictures displayed at one time Picture and/or photos selected and displayed to represent classroom experiences

Evidence of successful implementation of the Comprehensive Literacy Plan in the reading classroom

**Aligned to Charlotte Danielson’s Framework for Teaching*

Chief Academic Office, Curriculum and Instruction, August 23, 2010



Comprehensive Literacy Plan Classroom Implementation Guide– Reading (PreK) – Classroom Environment

Purpose: High-performing districts and schools adopt high, common expectations for what children should know and be able to do, develop a shared vision of effective instruction, align resources (e.g., curriculum, assessments, professional development) and systems (e.g., support and accountability), and build professional learning communities (e.g., peer observations, coaching supports, student-focused conversations, feedback) around these. Consistent with this approach, the following “reminders” or “look-fors” are provided for classroom teachers, coaches, and school leaders to support implementation of the Comprehensive Literacy Plan (CLP) with fidelity and support continuous improvement in literacy teaching and learning for *all* students. Educators are encouraged to use this tool to guide informal observations and discussions of classroom implementation of the CLP and four domains of effective teaching—planning and preparation, classroom environment, instruction, and professional responsibilities.

The Classroom Implementation Guide is not meant to serve as an evaluation tool or a checklist. It recognizes that teaching is a complex task that requires teachers who are skilled at matching learning objectives, student learning needs, instructional/curricular resources and best practices to ensure that all children achieve to high standards. As such, the look of classrooms effectively implementing the CLP will be diverse. Likewise, the type and intensity of support teachers and school communities need will differ.

	Planning and Preparation Classroom Environment Instruction	Literacy Work Stations <ul style="list-style-type: none">Clearly identified with signsAssignments are displayed for students each dayAssignments are differentiated to meet student needsExpectations for the station are displayed with visual cues for ELL support	<ul style="list-style-type: none">Well equipped with age-appropriate materials that are engagingThe following five stations are present at minimum: Independent Reading with Classroom Library, Independent Writing, Media/Technology, Word Work/ Phonics, Vocabulary
--	--	---	--

Evidence of successful implementation of the Comprehensive Literacy Plan in the reading classroom

**Aligned to Charlotte Danielson’s Framework for Teaching*

Chief Academic Office, Curriculum and Instruction, August 23, 2010